DOCUMENT RESUME

ED 081 566 RC 007 277

AUTHOR	Anderson, F. V.
TITLE	[Annual Reports to the Council on Outdoor Education and Camping.]
SPONS AGENCY	American Association for Health, Physical Education, and Recreation, Washington, D.C.
PUB DATE	73
NOTE	6p.
EDRS PRICE	MF-$0.65 HC-$3.29
DESCRIPTORS	*Camping; Curriculum; Handicapped Children; Inservice Programs; *Interdisciplinary Approach; *Learning Experience; Objectives; *Outdoor Education; Physical Education; *Teaching Techniques

ABSTRACT

Four Annual Reports are presented in this collection. The Professional Preparation Committee listed 7 principles supporting the belief that professional preparation in outdoor education must be interdisciplinary. Also included in that report were committee activities and recommendations. The task Force on Defining and Interpreting Outdoor Education presented an initial effort to relate educational goals to outdoor education. The Committee on Outdoor Education for Older Youth presented a plan to reorganize itself. The Task Force on Outdoor Education for the Handicapped announced the development of a list of school districts, religious and civic organizations and agencies sponsoring and operating outdoor education programs for handicapped children. (PS)

FILMED FROM BEST AVAILABLE COPY

[Annual Reports to the Council on Outdoor Education and Camping] April 1973

ED 081566

RECEIVED OCT 25 1973 NMSU R.I.C.

REPORT TO: Outdoor Education Council

FROM: F. V. Anderson - Chairman, Professional Preparation Committee

The activities of the professional preparation committee thus far have been:

1. Formation of committee
2. Formulating a plan of action
3. Attendance of Executive meeting of Council in Dorset, Ontario, Canada
4. Participation in Professional Preparation Conference - New Orleans

From these activities the committee submits the following report and upon acceptance, our course of further contributions is established.

We conceive outdoor education in the context of formal education. In this light the following principles are held:

1. Outdoor education is an approach to teaching and a process through which opportunities for learning are provided.
2. Outdoor education is an interdisciplinary approach to teaching and learning.
3. Outdoor education has no identifiable body of knowledge, but as an approach to teaching and learning has implications for all curriculum areas.
4. Outdoor education contributes to the psycho-motor and affective domains of education supported by the cognitive domain.
5. Outdoor education is concerned with the development of knowledge, attitudes, behaviors, appreciations and steward responsibility essential to quality living.
6. Outdoor education is based on the best that is known about learning through direct experience beyond the classroom utilizing the exploratory, investigative, and sensory learning opportunities.
7. Outdoor education has a major concern for the interrelationship of man and his environment.

In view of these beliefs, professional preparation in outdoor education must be interdisciplinary in nature.

To date professional preparation in outdoor education has been confined to the graduate level and in-service education programs. The following diagram illustrates the multi-disciplinary base of outdoor education.

U.S. DEPARTMENT OF HEALTH EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

RC007277

Graduate Education
Emphasis in Outdoor Education

"Ports of Entry"

	H.P.E.R.	Elem. Educ.	Science	Soc. Studies	Arts (Music, etc.)	Communications	
Undergraduate Preparation							*Electives Emphasis Minors

*These three options exist in each of the "Ports of Entry."

These three options should reflect experiences that enhance the individual to pursue the graduate professional preparation in outdoor education. This entails careful guidance/advising of the student who professes an interest in outdoor education.

When these options develop they show, possibly, the need for professional preparation at the undergraduate level. The same existing patterns should be followed (multidisciplinary approach). It is the position of the Committee on Professional Preparation of the Council on Outdoor Education that there should not be an undergraduate professional preparation degree program in outdoor education.

In graduate education, several patterns have emerged:

1. Outdoor education is coordinated by one department but serves across discipline boundaries.
2. Outdoor education is a self-contained department or area.
3. Outdoor education is administered and degrees granted by a single department. Courses in a number of curriculums may be elected.
4. Outdoor education-teacher education is administered on a field campus which offers a large number of courses in outdoor education and grants a master's degree.
5. Outdoor education is a cognate area of a major field in education, science, natural resources, or others.

Recommendations

1. Educational approaches to outdoor education must be interdisciplinary.

2. That the Council re-investigate ways and means to enlarge our sphere to encompass memberships representing all other disciplines.

3. To promote the phasing into all disciplines, the use of out-of-doors as a teaching laboratory.

4. To promote, through education departments/schools of teacher training institutes, the methods and principles of outdoor education.

RECEIVED
OCT 25 1973
NMSU
E.R.I.C.

April 11, 1973

TO: The Council on Outdoor Education and Camping

FROM: Charles A. Blackman, Chairman, Task Force on Defining and Interpreting Outdoor Education

SUBJECT: Status report

Efforts to clarify status and direction of a development like Outdoor Education are sometimes aided by stating or re-stating purposes. This process of stating "where we are" is also often a useful device to aid in looking ahead to "where we ought to be". The several commissions which have worked since 1965 on goals/definitions/interpretations of Outdoor Education each have helped us to think about what Outdoor Education is and can become. Last year a brief progress report was presented for discussion.

As a continuation of these efforts the following questions are posed:

1. What type of statement would aid us in interpreting Outdoor Education to others?

2. In what ways might we illustrate the relationship between Outdoor Education and Educational Goals?

3. Are there related terms which need definition?

4. What issues related to the concept of Outdoor Education should we be considering?

For discussion purposes, this paragraph represents an effort to describe Outdoor Education as a MEANS. (and an attempt to respond to question 1)

> Outdoor Education is "an approach to teaching and a process through which opportunities for learning...are provided", an approach which has no specific content of its own. The subject matter is that which is provided by the individual teacher. Learning, in this frame includes not only cognitive matters, but attitudes and motor skills as well. Outdoor Education is a means by which many goals or outcomes of a strong school program/curriculum can be achieved even more effectively through unique utilization of the outdoors to enhance learning.

On the page which follows is an initial effort to relate educational goals to Outdoor Education.

The following listing*/construct is illustrative of the relationship between some general educational goals and the means which might be used to achieve these in an outdoor setting:

GOAL**	MEANS IN THE OUTDOORS**
To develop the full potential of the individual	through optimum exposure and involvement with the natural environment
To develop knowledges, skills, attitudes and appreciations for the constructive and creative use of leisure time	using outdoor settings
To promote the development of human relations and individual responsibility in the learner.	through unique outdoor learning and group living experiences
To promote the development of civic responsibility	through active participation and involvement with natural, community and human resources
To promote the development of aesthetic interests and appreciations	through participation in positive functional experiences in the natural environment
To help the individual become more self-reliant and secure	in the outdoors
To provide opportunities for the individual to improve his self-concept	to engage in outdoor experiences which aid in such improvement

Some general goals of education relate directly to the link between man and the world of nature about him. Here, again, outdoor education is but a means to achieve a goal:

GOAL	MEANS IN THE OUTDOORS
To provide opportunities for the development of awareness, appreciation, understanding and respect for man's relationship and stewardship responsibility to the natural environment.	

In addition a function of the professional in seeking to achieve these goals might be expressed as:

FUNCTION	MEANS IN THE OUTDOORS
To provide enriched opportunities for learning	through full and constructive utilization of resources beyond the classroom

*These items are adapted from a report of the Task Force on Goals, chaired by V.A. Cyphers
**Note: Goals may be related to several of the means.

TO: Vincent A. Cyphers, Chairman, Council on Outdoor Education and Camping

FROM: Donald S. Warder, Chairman, Committee on Outdoor Education for Older Youth, COEC

SUBJECT: Committee's Annual Report, 1973

RECEIVED
OCT 25 1973
NMSU
E.R.I.C.

Recognition must go to the individual committee members for their cooperation and efforts. The members are: Joan Auten; Ronald Bacon; Ralph Bartlett; A. H. Edwards; Clinton Fitzpatrick; Barry Hodgins; Morley Lee; and Jack MacKenzie.

The Committee was charged with identifying programs which provided outdoor educative experiences for older youth (secondary schools, as well as drop-outs). These experiences were then sought from two points of view:

1- Work-Learn programs
2- Adventure experiences

Our first task was to begin to collect a few locations offering programs within the parameters of our assigned task. In doing so, we were able to establish a procedure by which we could become more effective in securing the desired information. The second priority was to identify as many addresses of program locations as possible. The third task was to then collect specific information on each program, with the objective in mind of presenting this information in a national (international) directory.

After having a year plus to collect this information, it has become clear that very little information can be collected through the use of a standard sized committee. The existing committee was able to collect a great deal of information for several geographical areas. Several other geographical areas were not included in our search due to varying reasons, which need not be included herein, due to the nature of our report.

As a result of our efforts, and a cognitive awakening of the potential scope of such a committee, we recommend:

1- The scope of the committee be defined to encompass secondary education programs (including drop-outs) as well as college or university programs involving (a) work-learn outdoor education programs, and (b) adventure oriented outdoor education programs.

2- Committee members should be selected on the basis of geographical location, in order to supervise the collection of regional data.

3- The entire Council's membership be included in a general mailing requesting locations and program names. A secondary step in this procedure would be to include a notice to the general AAHPER membership in UPDATE in order to secure their assistance. It is believed that many physical educators are involved in programs of this type and do not see the relationship between their programs and its outdoor education emphasis.

4- The first phase of the committee's search should be to seek out the locations; the second phase would be to actually contact all programs to secure specific information. Some overlap will necessarily exist.

Some backtracking will take place; it will be necessary in order to obtain a basis from which to evolve further. With respect, we submit this report in lieu of information which is potentially misleading in its scope.

AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION
COUNCIL ON OUTDOOR EDUCATION AND CAMPING

TASK FORCE ON OUTDOOR EDUCATION FOR THE HANDICAPPED

RECEIVED
OCT 25 1973
NMSU
E.R.I.C.

ANNUAL REPORT

April 1973

In 1971 Dr. Peggy Miller, Chairman of AAHPER Council on Outdoor Education and Camping, charged this task force with the job of surveying the nation to find who, where, and to what extent educational, civic, and religious organizations and agencies were providing outdoor education opportunities for handicapped children. Dr. Vincent Cyphers, 1972-73 Chairman, continued this charge.

Patricia M. Guilday
Central Michigan University

Harry C. Thompson
BOCES, Jericho, New York

Roy Doornbos, Jr.
Adams State College

Arthur L. Harrison
Nevada, Iowa

Wanda H. Jubb
Mich. State Department of Education

The above named agreed to serve on the committee and started on the time consuming task of sending questionnaires throughout the nation, compiling the data, and evaluating the results.

As predicted by Dr. Miller, the task force found a dearth of programs in outdoor education for handicapped children.

True, the task force discovered examples of outstanding programs and attempts at programs, but in most cases, if handicapped children were involved, it was just token participation. The results of this survey showed this to be true in both day and resident outdoor education programs.

The future, however, looks very bright if the number of requests for information as to the "how to" of establishing outdoor education programs for handicapped children is any indication of interest around the nation. I will not, in this report, name the programs for handicapped children we think outstanding for fear of inadvertently ommitting a very worthy and successful program.

The list of school districts, religious and civic organizations and agencies sponsoring and/or operating outdoor education programs for handicapped children is continuously being updated and a copy may be obtained from:

Ed Alexander, Director
ESEA Title III Project
"Discovery Through Outdoor Education"
Macomb Intermediate School District
44001 Garfield
Mount Clemens, Michigan 48043